

ROUTING AND RECORD SHEET**SUBJECT:** (Optional)**Agenda--Agency Training Steering Committee Meeting, 11 September 1985****FROM:**D/OTE
1026 CofC**EXTENSION****NO.****DATE**

6 September 1985

TO: (Officer designation, room number, and building)**DATE****RECEIVED****FORWARDED****OFFICER'S INITIALS****COMMENTS** (Number each comment to show from whom to whom. Draw a line across column after each comment.)1. Mr. McDonald, ADDA
7D24, HQS.

1-7:

2.

OTE participants are:

3. Mr. Kerr, ADDI
7E44, HQS.

D/OTE

Assistant Director of
Training for Curriculum

4.

Chief/Professional
Development Branch/Intelligence
Training Division5. ADDO
7E26, HQS.Chief/Management/
Administrative Training Division

6.

Chief/Career
Trainee Division7. Mr. Hirsch, ADDS&T
6E56, HQS.

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MEMORANDUM FOR: Members, Agency Training Steering Committee
FROM:
Director of Training and Education
SUBJECT: Approval of the Midcareer Course Option

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1. This memorandum recommends that you approve the restructuring of the Midcareer Course in accordance with the changes described in paragraph three.

2. BACKGROUND Beginning last March, a review of the Midcareer Course objectives, length, timing, and population was begun in response to Office of Training and Education (OTE) and Directorate concerns as to the role of Midcareer in the development of mid-level officers. OTE developed and circulated a paper outlining three options (see attachment) to Directorate Senior Training Officers who reviewed it with Office and Division managers and fed back responses to OTE. Based on this information, OTE presented a survey summary on Midcareer Course options to the Senior Training Officers at a meeting on 5 June. The consensus at this level was that three Directorates and the DCI area supported Option B - a four-week Midcareer Course with an optional one-week trip with one Directorate favoring Option C - a three-week course with the optional trip.

3. Based on this review, OTE recommends the following changes to the Midcareer Course:

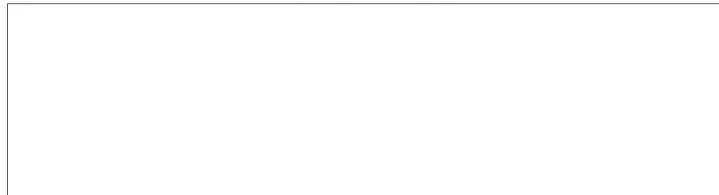
a. Reduce the length of the course from a required five weeks with no domestic trip to four weeks with an optional fifth week which would include a domestic trip to a national security site and/or a major corporation which would be used to explore systematic issues confronting any large organization, including CIA. The addition of a domestic trip would substantially strengthen course examination of implications of CIA's relationship with the national security structure. A visit to a corporation would heighten participant awareness of the dynamics that drive large organizations and tie into current course coverage on improving organizational effectiveness.

SUBJECT: Approval of the Midcareer Course Option

b. Reduce the number of participants from 31 to 26 (a reduction of one participant per Directorate per running). This would result in a quota of six for each Directorate per course with two representatives from the DCI area. This reduction would facilitate greater student participation in group exercises and allow for more in-depth discussion of key organizational issues as they are manifested in the various offices.

c. Increase the course focus on issues of current organizational concern, on the interactive nature of Directorate involvement in the intelligence process, and on the shift in perspective required by mid-level officers from a narrow office focus to the broader Agency issues. By specifically addressing midcareer shifts, the course further emphasizes the importance of networking among one's peers as an important part of effective job performance, and as a way of broadening one's perspective of the Agency.

4. I recommend your approval of this option.



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Attachment: a/s

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30 April 1985

OTE 85-6716

MEMORANDUM FOR: Deputy Director for Administration
Deputy Director for Intelligence
Deputy Director for Operations
Deputy Director for Science and Technology

FROM:

[REDACTED]

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Director of Training and Education

SUBJECT: Midcareer Course Options

1. This memorandum requests review of three options pertaining to changes in the Midcareer Course (MCC) and requests that your directorate select the option which will best serve your directorate's needs. Option A proposes a five-week course and includes a domestic field trip. Option B proposes a four-week course and includes a domestic field trip. Option C proposes a three-week course without a domestic field trip.

BACKGROUND

2. The MCC was started in 1963 as a means for developing high-potential Agency mid-level professional officers. Whether the course has served usefully as a developmental tool is open to question. One survey conducted in 1983 found that of the [REDACTED] incumbent executives (SIS-03 and above), [REDACTED] were MCC graduates. Another survey conducted in September of 1984 showed that less than half of all SIS officers had attended the MCC. The MCC had its greatest developmental impact during the 1960s and early 1970s when most Agency components perceived the course as a key training program. One requirement during the early years obligated sponsoring components to submit a developmental plan for participants identifying assignments for the five years following the MCC. This requirement clearly resulted in high-potential candidates being selected for the MCC.

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3. The Office of Training and Education (OTE) has been concerned for nearly a decade about whether the MCC is still viewed and utilized across the Agency as a viable developmental training program. This perception is based upon the fact that the criteria for admission to the MCC has, at times, been flagrantly violated by the components. Invariably, there are students who are clearly not high-potential officers or who are, by their own admission, planning to retire within a year or so of completion of the course. Moreover, one directorate has acknowledged that it cannot guarantee that its participants are Category I or II.

4. In March 1985, after several attempts to restructure and refocus the course on what OTE perceived to be the Agency need, the MCC was placed under curriculum review. The review was prompted by three concerns. First, OTE finds it difficult, if not impossible, to plan and structure any course in an environment where there seems to be confusion on the part of the Agency audience as to the purpose of the course. Is the course to be used as a developmental tool, or is the course to be used to convey information about the Agency, i.e., an orientation course? Second, the DO requested that the course be significantly reduced in length. They have noted that the majority of officers meeting the MCC criteria described in paragraph six are overseas at this stage in their careers. The small pool of high-potential DO officers available cannot be spared for a five-week program perceived as dominated by a procession of organizational heads addressing organizational structure and function. Third, a program, like the MCC, which attempts to meet the broad needs of officers across the Agency should necessarily pause to take stock of its content and objectives.

DISCUSSION

5. What is the Purpose of the MCC? The MCC, throughout its history, has been designed essentially to provide mid-level Agency officers with the opportunity to broaden their horizons as intelligence officers. Through the examination of activities, issues, and concerns, participants are encouraged to develop a one-Agency rather than a directorate or component perspective. The course has been predicated on the assumption that participants are sent because their sponsoring component sees them as being in transition from assignments involving a narrow

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component focus to more senior positions requiring a more comprehensive understanding of Agency problems and issues. Participants may or may not be moving into management roles. The course has consistently targeted on developing the participants as intelligence officers, not as managers. One key element to the course is the close relationships which are built among and between students in an environment where officers can be open and free about their concerns. Invariably, participants develop relationships which are helpful to them throughout the remainder of their careers. The conduct of the Agency's mission is strengthened through this networking within the formalized structure. The course has also served as an important means for passing along the history and culture of the Agency. Senior officers who represent excellent role models for mid-level officers are able to convey their values and beliefs.

6. For Whom is the MCC Designed? OTE is very clear on the kinds of students the MCC most appropriately serves. The course is designed for GS-12 to GS-14 mid-level officers who have between five and fifteen years of experience and who are perceived by their career services to have high potential, i.e., who are Category I or II. These Agency officers should be in a stage of transition, moving from highly specialized work into positions which require a broader perspective of the Agency. It is imperative that all directorates be represented in roughly equal numbers in order to provide for maximum exchange of information between participants.

7. Problems with the MCC where OTE Needs Assistance. There are several problems associated with the MCC which require assistance from senior Agency management. These include:

- o A commitment from senior Agency management to developing mid-level officers;
- o Identification of the role of training and the MCC in the development of mid-level officers;
- o Some consistency from the directorates concerning the development of mid-level officers;
- o Specifying and defining the kinds of skills, knowledge, and abilities required for mid-level officers;

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- o Commitment that the MCC espouse a one-Agency principle (a key element of the MCC).

8. It is obvious that OTE requires this advice and commitment if the MCC is to serve as a viable developmental tool. Agency management must commit itself to mid-level development and define the role of the MCC in that process. At a minimum, OTE requires a commitment from the directorates to use the MCC in a manner which follows the defined purpose and to enroll students who meet the criteria. If the directorates will affirm that the purpose of the MCC is as defined in paragraph five and observe the criteria for enrollment, defined in paragraph six, then OTE is in a position to correct the problems for which it is responsible.

9. What OTE Can Do. There are problems with the MCC which OTE can undertake to correct. These include:

- o Articulating to Agency managers the purpose and intent of the MCC and to hold fast to the criteria for admittance;
- o Correcting the perception that there are too many Agency office and division heads speaking to organizational structure;
- o Structuring the course in such a way that participants take away a clear understanding of the key issues which are of concern to the Agency;
- o More actively engaging the participants by tapping the resources the participants bring to the class and more effectively integrating the information gleaned from formal presentations;
- o Reducing the number of MCC participants to a size that facilitates participation and interaction. Current class size is 32;
- o Correcting the perception that the course is too lengthy and narrowly focused.

10. Solutions to the Problems for which OTE is Responsible. Some of the problems surfaced are real and others are imagined.

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OTE is prepared to solve these problems for which the office is responsible provided senior Agency management endorses the defined purpose of the course and enrolls students who meet the criteria. OTE will:

- o Undertake to make the consumer aware of the intent, purpose, and content of the MCC;
- o Strictly enforce the criteria for enrollment in the MCC;
- o Reduce the number of participants in each MCC from 32 to 26 (six from each directorate and two from the DCI area), but increase the number of runnings if necessary;
- o Take a more assertive role in identifying the focus of each presentation and insist that office and division heads speak to the identified issues. OTE has long recognized that there are too many Agency office and division heads speaking to organizational functions. OTE has recently reduced the number of talking heads from 32% to 19%. Options B and C propose significantly reducing the number of such speakers;
- o Design the MCC in such a manner that participants gain a clearer understanding of the key issues and trends driving the Agency today and likely to determine its future direction and evolution. All three proposed options seek to crystalize these themes;
- o Continue to use methods which will increase participation and interaction. In the past three runnings, the MCC has required participants to work on problems dealing with a number of significant issues which drive Agency activities, such as arms control, automation, technology transfer, narcotics, etc., and present the results. These additions, when combined with participants' individual presentations and a series of interactive exercises, have already increased participation;

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- o Reduce the length of the MCC if so decided. "The MCC is too long" is a frequent comment heard from Agency managers. However, the perception is generally not shared by participants.

11. The following options are designed to alleviate the problems with the course design, content, and conduct.

OPTION A

12. Option A proposes a five-week MCC. This option also proposes the reintroduction of a domestic field trip of about three days' duration. Three weeks of the MCC would be conducted out of town.

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13. OTE proposes the following seven objectives for Option A and the techniques whereby the objectives will be accomplished:

- o OBJECTIVE ONE: Improve Agency effectiveness through understanding the dynamics of complex organizations which cause all organizations, including CIA, to experience difficulties;

This objective will be accomplished by a series of interactive exercises and simulations which are designed to demonstrate that CIA is a complex organization and experiences many of the same problems of all large organizations. For example, the failure of the directorates to effectively communicate and cooperate is similar to the phenomenon in industrial corporations where the sales division fails to cooperate and understand the problems of the production division. This framework, based on organizational theory, also serves throughout the course as the basis for exploring many of the problems facing the CIA, for integrating the course content, and for finding ways of improving organizational effectiveness.

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- o OBJECTIVE TWO: Develop an appreciation of the Agency as one Agency;

This objective will be met through readings and discussions with senior Agency officials. Individual presentations by participants will provide another dimension on this perspective.

- o OBJECTIVE THREE: Develop a comprehensive appreciation of the uniqueness of the Agency's mission and the role of each component in its fulfillment;

Under Option A, the participant will have three cuts at understanding how the Agency perceives and fulfills its mission--senior management at the DCI and DD level, the office or division chief level, and the working level of the participant. OTE will undertake to ensure that these speakers avoid addressing organizational structure and will insist they focus on their role in meeting the Agency mission. This objective will also be met through a series of exercises and assignments which will enable the participants to apply the information presented throughout the course.

- o OBJECTIVE FOUR: Comprehend the nature of the increasing responsibilities participants should experience at this transition point in their careers;

By raising the participants' understanding of the problems facing the Agency, most begin to develop a sense of responsibility not only for their own job or component, but also for the Agency as a whole. Although no specific segment is assigned to this objective, OTE's experience has been that this feeling of responsibility develops by the end of the course. The process is subtle but occurs through the association with Agency officials who candidly share their perceptions about the Agency. This issue is further addressed through classroom discussions and is reinforced through informal discussions. It is imperative, therefore, that the MCC be conducted three weeks out of town where this interaction can freely occur.

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- o OBJECTIVE FIVE: Understand the key international and foreign policy issues which drive the CIA and the Intelligence Community;

Specific segments of the course will address this objective directly. For example, the current schedule includes sessions on the Iran-Iraq war and Nicaragua.

- o OBJECTIVE SIX: Better understand how the Agency is affected by other actors in the National Security structure and by the domestic environment;

This objective centers on creating an understanding by participants that the Agency functions in a larger context. Senior officials who have responsibilities in these areas will address the Agency's relations with the President, the Congress, the National Security community, the Media, and the Courts.

- o OBJECTIVE SEVEN: Gain a practical understanding of the importance of informal mechanisms for the accomplishment of one's work;

The MCC provides a natural setting for the achievement of this objective. Participants develop lasting contacts throughout the Agency which facilitate their ability to accomplish their tasks through an informal network. These relations are sustained throughout the rest of their careers and are a most important aspect of the MCC. The more lengthy the course, the more such relations are cemented.

14. Field Trip. Option A and Option B propose that a three-day domestic field trip be reintroduced into the MCC. The field trip was deleted from the course over a decade ago for budgetary reasons. The absence of the trip has been a chronic source of dissatisfaction expressed by both participants and senior speakers. The participants perceive the trip as restoring prestige to the course. Invariably, participant evaluations recommend a domestic field trip. These feelings and comments must be addressed.

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15. OTE proposes that the MCC visit selected national security sites such as SAC or NORAD. This trip will heighten awareness of the national security structure and the Agency's mission to provide timely intelligence. In addition, the MCC will visit companies such as IBM or 3-M which have been labeled "excellent." This trip will further understanding of the behavior of large organizations and why these companies are perceived as excellent. Participants will be able to draw their own conclusions about the applicability of corporate experiences in fostering excellence within CIA. The field trip adds dimension and relevancy to all the objectives proposed. Specific facilities will be identified in consultation with the directorates.

16. [REDACTED]

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[REDACTED] These costs will necessarily have to be funded through each directorate. A decision, therefore, to include a field trip includes a commitment to provide funding.

OPTION B

17. Option B proposes a four-week MCC which includes the domestic field trip. [REDACTED] d

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[REDACTED] In reducing the MCC by one week, only the following objectives will be affected:

- o Eliminate entirely the fifth objective . . . "Better understand the key international and foreign policy issues which drive the CIA and the Intelligence Community;"

(It is OTE's perception that the key issues can be identified but not fully explored or discussed in the shorter course.)

- o Reword the third objective to read . . . "Develop an appreciation for the uniqueness of the Agency's mission and role of selected components in its fulfillment;"

(This change involves removing most of the office and division presentations. Reliance will

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be placed upon senior Agency speakers, participants' individual presentations, selected exercises, and readings to meet this more limited objective.)

- o Reword the sixth objective to read . . . "Better understand how the Agency is affected by the domestic environment;"

(OTE believes that it is important that mid-level careerists have an understanding of how the Courts, the Media, Congress, and the executive branch impact upon the functioning of the CIA. Although the National Security structure will receive some coverage, several organizations will be eliminated or significantly reduced.)

- o The remaining objectives can be accomplished in this time frame. However, more exercises and assignments will be introduced. These teaching techniques require more participant interaction and involvement. Hence, OTE requires that the number of participants be reduced from 26 to 21 under Option B.

OPTION C

18. Option C proposes a three-week MCC. This course would

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as well. By doing this, OTE believes it could adequately accomplish the objectives of Option B minus the benefits of the field trips. You should be aware that this option requires that the course be conducted almost entirely in a classroom setting.

19. OTE has considered a wide range of alternatives, but has concluded that the options presented best meet the defined purpose of the MCC. The options provide for an active learning

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environment, an information base to meet the diverse needs of participants with differing backgrounds and experience, and optimal opportunities to develop mid-level officers. Your comments and observations are invited. If, however, there is wide disagreement over the issues raised in this memorandum, OTE requests that an inter-directorate task force be established. This task force will be charged with defining the purpose and objectives of the MCC as an instrument for leadership development within CIA.

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SUBJECT: Midcareer Course Options

The Directorate of _____ selects:

- _____ Option A
- _____ Option B
- _____ Option C
- _____ Establish a Task Force

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PROGRESS REPORT ON REVISED CAREER TRAINEE PROGRAM

In July 1984, the Agency Executive Committee discussed the Career Trainee Development program and approved certain recommendations to make this program an appropriate entry mechanism for professional employees bound for all directorates of the Agency. The recommendations approved the following actions in the training area:

- A. Restructure the up-front eight-week Career Trainee Development Course, specifically adding segments dealing with threats to the security of the United States, the one-Agency concept and the uniqueness of CIA.
- B. Phase in a mini Special Operations Training Course (SOTC) at the end of 1984. Arrange a full SOTC for all non-DO CTs beginning in 1986.
- C. Implement a two-week Ops Fam for all non-DO CTS.
- D. Provide all DO CTs with at least a four week interim in another directorate.
- E. Develop DA & DS&T-specific training for their own CTs.

This paper constitutes a progress report of actions taken to comply with the ExCom's direction. A full evaluation of the program is scheduled for next year.

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In conducting this review we have surveyed CTs who are participating in the revised program and have talked with Agency managers familiar with the CT program and supervisors of CTs on interim assignments. We also have reviewed end of course reports and CT critiques of the program. See Attachment A for a detailed description of this review. Comments pertaining to each of the ExCom's training directives appear below.

A. Career Trainee Development Course (CTDC)

By and large, the eight-week CTDC as restructured in October 1984 appears to be on track. Redundancies with operational training material presented later in the Field Operations Familiarization Course (FOFC) are being eliminated which will bring coverage of the Operations Directorate more in line with that afforded the other directorates. We also suspect that the course could be shortened without adverse effect and we will pursue this. More integrative exercises will be added to illustrate how the directorates work together on common problems. The net will probably be a seven--vice eight--week course.

B. Reports & Records Courses

We have given all CTs training in DO reports and records as necessary preparation for their interims in the Operations Directorate. We have recently reviewed this requirement, and

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believe that it is still very useful. However, we are reviewing course objectives--bringing them in line with the intent of the training--and will revise the curriculum as necessary. Shorter courses should result.

C. "Mini" Special Operations Familiarization Course

(SOFAM) and SOTC

This three week version of the 10 week Special Operations Training Course will be discontinued after the December 1985 running. All CTs will thereafter take the 10 week course. The SOFAM was well received by the CTs.

We have had a serious problem getting staffed to do 4 60-man SOTCs in 1986. However, at this writing we have enough support lined up from CPN to make good on this commitment.

We have decided to fill empty slots in the September 1985 SOTC by getting volunteers from the July class. [REDACTED]

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[REDACTED] Most CTs have enthusiastically supported the idea of the full 10-week SOTC.

As promised in the ExCom paper, SOTC will be evaluated carefully as to its effectiveness and usefulness for all CTs after two runnings.

D. Two-Week Ops Fam (Field Operations Familiarization Course)

This course has been run twice. It needs work. The objectives will be rewritten to clarify the reasons why the

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training is important to non-DO officers; redundancies with operational material in CTDC will be eliminated. This has been the major problem.

E. Interim Assignments in Non-Sponsoring Office

Career trainees and interim supervisors both agree that these interims are useful learning experiences. CTs as a general rule do not approach interims in non-sponsoring offices with a parochial frame of mind but rather with the view of gaining understanding of another part of the Agency. To date we have not found a good place for this interim in the cycles of regular track DO case officer CTs from the January and July classes. As a temporary measure, we have added such an interim at the end of the cycle in the four weeks immediately following the FTC. The CTs and their interim supervisors agree that this placement is not the best and that four weeks is a little short. Several solutions exist including: (a) bringing the January and July regular track case officer CTs in eight weeks early to give them a non-DO interim prior to joining their class; (b) extending the program by three weeks to allow an eight-week interim at the end of the cycle. (We will probably gain a week by cutting the CTDC). We recommend option a.

F. DA & DS&T Specific Training

Both the DA & DS&T have developed directorate specific training for their own CTs, a four week course for the DA, and

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in the case of the DS&T, a five week course. Both courses have run once and appear to be meeting their objectives. Minor adjustments of a "fine-tuning" nature will be made.

G. Program Administration

At the July 1984 ExCom meeting, the directorates estimated that we will need to recruit and train the following numbers of CTs for FY-85 - FY-87:

	FY 1985	(Actuals)	FY 1986	FY 1987	
DI	<div style="border: 1px solid black; width: 560px; height: 80px;"></div>				25X1
DO					
DS&T					
DA					

Under present circumstances, we can accommodate CTs in 25X1
 FY 1986, which means we have more slots to distribute to the 25X1
 Directorates, if they are wanted.

We need your revalidation of the ExCom CT numbers, and some guidance on FY 1988.

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ATTACHMENT A: PRELIMINARY SURVEY OF CT PROGRAM

This paper presents the results of a preliminary review of the Career Training Program conducted by OTE during August 1985.

I. Methodology of Review

In conducting this review we have tried to reach as broad a sample as possible among the career trainees who are participating in the revised program, i.e., those in the October 1984, January 1985 and April 1985 classes. We sent copies of a questionnaire to people and received responses from of them. Because participants in the revised program have not yet completed the entire program, they were unable to respond to survey questions dealing with training occurring toward the end of their cycle. In addition, very few CTs have taken the new DA Course (ACT I) or the DS&T Career Trainee Course. Both courses have been conducted only once. In those cases where statistical analysis was meaningless because so many trainees did not respond, we have relied on other forms of evaluations such as telephone interviews with career trainees and their supervisors, end of course reports and career trainee and supervisor evaluations of their interim assignments. The survey form did produce some interesting information about the Career Trainee Development Course which will be discussed below.

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II. Career Trainee Development Course (CTDC)

A. The Current CTDC

All career trainees take the eight-week CTDC at the beginning of their program cycle. The course was restructured for the October 1984 running to incorporate changes suggested by the ExCom. Specifically, a week on threats to the security of the U. S. was added to the CTDC to show trainees why the CIA exists, to show how threats give rise to collection requirements, and to serve as an introductory fabric into which the rest of the CTDC could be woven. Threats are defined broadly, i.e. Marxism-Leninism, the Communist Party of the Soviet Union, Communist fronts, Soviet military, terrorism, insurgency, narcotics, technology transfer, and economic. The flow of the course is as follows: threats to U. S. national security, human source collection, imagery and signals collection, production of finished intelligence and support.

The DS&T segment has been consolidated into a single block of instruction and all DS&T offices contribute to the course. A specific block on emerging technologies has been added. An interactive exercise added to the S&T block of instruction serves to pull together the instructional block.

In order to strengthen the DI segment of the course, the following changes were made: the DDI or ADDI kicks off the segment with an overview of the DI. A senior official describes

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the work of a regional office, and a second the work of a functional office. There is significant writing practice including the preparation of a NID article. In order to add spice to the segment, case studies were added at the suggestion of the DDI. The DDI also proposed that tours be added to show the extent of the work done by the DI.

The only change that was recommended for the DA segment was the addition of an interactive exercise. The exercise was added to the October 1984 course. We believed that with this restructuring, the CTDC would present a balanced view of the major Agency directorates. We also added material to illustrate the specialness of CIA, and beginning with the first talk in the course--one by the DTE--this theme recurs throughout the next eight weeks.

B. Evaluation

Evaluations of the revised October course were generally favorable. Analysis of survey data on the CTDC uncovered no real surprises. Two-thirds of those responding felt that the course was useful preparation for their interim assignments. Three-quarters of the respondents believed the CTDC was successful in projecting the "one-Agency concept." Interestingly, while the majority of students felt this was true especially in the early weeks of the course, this attitude was spoiled somewhat by "partisan" speakers and by those with whom

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they came into contact during their interim assignments. Many CTs were prompted to comment that the theme of one Agency is eroded by evidence of directorate rivalries, jealousies and mistrust. In the words of one CT, "I wish that I would have been exposed to the reality of the divisions in the Agency. My concept of a harmonious Agency was jolted when I began working at my interim assignments."

CTDC panels and case studies are generally more highly rated than are lecture and seminar sessions and two thirds of those responding feel that the course tends to the practical vs. the theoretical. Operational exercises were rated more highly than any other course activity. A sound majority felt that the course was well administered but less than half found it highly challenging. We also need to do better at projecting the concept of the professional intelligence officer; more than half of those responding obviously misunderstood or failed to grasp the concept or felt it was not effectively dealt with. Half of the respondents indicated that the course was too long; one third thought the length was right and the rest felt it was too short. Those indicating that the course is too long present a

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persuasive case and we believe that the efficacy of shortening the course should be examined. Another theme which appeared frequently in comments was that the course was oriented too heavily around DO topics and presentations and was redundant with material presented later in the Field Operations Familiarization Course. We believe that this is a fair criticism and we will take steps to reduce this block of operation instruction to eliminate redundancies and bring it more in line with other directorate portions of training in CTDC.

III. Reports and Records Courses

The Current Courses

All career trainees currently take a one-week Reporting in the DO Course and a one week Operational Records Course as part of their CT training. This is necessary training for DO-bound CTs and also prepares them for their DO interims. Since all directorates now have elected to send their CTs to interim assignments in the Operations Directorate, we have attempted to validate the essentiality of this training for those CTs not sponsored by the DO. We talked to non-DO career trainees who had had an interim in the Operations Directorate and asked them how essential the reports and records training was to their ability to become productive on their interim assignments. Responses varied widely depending on the specifics of their assignments and on whether their interims were on

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operational desks or in reports. Those doing name traces on operational interims generally found the Records Course to be important. In fact, prior records instruction is required by in order to obtain access to the DO records system.

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CTs on reports interims felt more strongly about their training and believe they would have been less effective without it.

B. Evaluation

A recurring comment was that these courses were important if for no other reason than for the sense of confidence they give CTs starting an assignment in a new office. Many suggested that both courses be shortened. We also asked the same question of supervisors of CTs on operational and reports interims. All of the reports officers said that they do their own training anyway but that this OJT is much easier if the CT is already familiar with formats and terminology. This was essentially the same response obtained from supervisors of CTs on operational interims, i.e., prior training gives CTs a headstart because they know the terminology and are generally familiar with the filing system. Both groups suggested that the training could be tightened up.

IV. "Mini" SOTC (Special Operations Familiarization Course) (SOFAM) and (SOTC)

A. Current Program

The SOFAM, a three-week version of the 10-week Special Operations Training Course (SOTC), was developed as an interim measure for non-case officer career trainees until resources

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become available in January 1986 which will allow all CTs to take the 10-week course (as desired by the ExCom). Two SOFAM's have taken place; one more is planned. Additionally, since the September 1985 SOTC was undersubscribed and the SOFAM which follows oversubscribed, we opened SOTC to non-case officer volunteers. This SOTC, therefore, will be the first full-length running with a multi-directorate student body.

B. Evaluation

Less than one-third of the students responding to our questionnaire had taken the SOFAM so not much useful data emerged from our review of the survey form. It did appear, however, that the SOFAM did nothing to further the one Agency concept but was nevertheless successful in promoting teamwork. We also reviewed the end-of-course reports and student critiques of this training.

The SOFAM was added to the program of the first group in December 1984 after they had begun their training so it was not suprising to find that a number of these people were unclear about its purpose and doubtful about its value to a non-DO CT. This group was particularly unprepared for the rigors of field exercises. The precourse briefing for the second running was given by the SOTC staff rather than by the CTD staff and there were no complaints about being unprepared, although, again many students questioned the purpose of the course and felt that the

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field exercises were too rigorous. In the aggregate, however, most students enjoyed the course and found it a useful familiarization to paramilitary skills.

V. Two-Week Ops Fam (Field Operations Familiarization Course) (FOFC)

The two week FOFC was designed at the request of the ExCom to provide career trainees who are not destined for the Operations Directorate with an appreciation of human source collection operations by exposure to some of the clandestine collection situations and activities which a DO case officer is responsible for in an overseas station. The course uses predominantly the practical exercise approach.

B. Evaluation

Only 25% of the CTs surveyed had taken the FOFC which has run twice. Because the sample is so small, an analysis of the survey results is not very informative. It appears that the operational exercises are effective but that panels and seminars could be improved. This is borne out in student critiques and in the end-of-course reports.

FOFC suffers somewhat from its positioning in the CT training cycle, after the CTs have taken the CTDC and have had an interim in the Operations Directorate. This causes complaints of repetition and redundancy. The FOFC and CTDC staffs have already begun working to remove redundancies in the courses. Areas that provide necessary review must be described

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as that and tightened up a bit.

Some students in FOFC have questioned their need for this type of training. The reasons for this should be expressed in the course objectives and reiterated by the staff at the beginning of each running.

VI. Interim Assignments in Non-Sponsoring Office

A. Current Practice

The ExCom decided that all CTs should have at least a four-week interim in a directorate other than the one to which they ultimately will be assigned. Each directorate opted for a different mix of interims but all wanted their CTs to have an interim in the Operations Directorate.

B. Evaluation

Half of the CTs surveyed responded to questions about their interims in the DO. These responses were overwhelmingly positive as to the appropriateness and effectiveness of the interim. Most felt that the interims were about the right length. Seventy-five percent of those responding believe these interims were challenging, provided a good training experience and that their time was well spent. Essentially the same reaction was obtained from CTs who have had a DI interim. They uniformly found their interims effective, appropriate and challenging. They considered the interim a good learning experience and felt their time was well spent. Too few of the

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CTs surveyed have had interims in either the DA or the DS&T to make any conclusions about their effectiveness.

Supervisors of CTs on interim assignments are generally supportive of the program and believe that interims provide an excellent learning situation for the CT. They are impressed by the quality of their work. Many managers indicated that their main challenge in relation to CTs on interim assignments was to find appropriate projects for the CTs that could be finished in the time available. Length of interims was a problem surfaced by both managers and CTs themselves with 7-12 weeks surfacing as about the right length to enable the CT to make a useful contribution to the host office.

Finding room early in the training cycle of DO regular track case officer CTs in the January and July classes has been a problem given the ExCom-imposed constraint of not lengthening the program in order to add this interim. This problem does not occur with CTs in these classes who are going to be Reports officers or those in the extended interim program. As a temporary measure, a four-week interim in a non-DO office was added at the end of the program cycle after the DO case officer CTs have completed the Field Tradecraft Course. This positioning has not met with approval from either the CTs or from their interim supervisors. In addition, both CTs and supervisors believe that four-weeks is too short a period to

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allow the trainee to become productive or to make a useful contribution. As one CT put it, "More man hours were expended showing me how to do things than the total I returned in productive work." The CTs, nevertheless, generally look forward to interim experiences in directorates other than their own and feel that these interims give them useful exposure to another part of the Agency. The following paragraphs express the opinions of a DO-bound CT about his regular length interim in OGI:

I found this interim to be most interesting and educational both in terms of the subject material I covered, and with the overall process of producing finished intelligence. Through this assignment I feel I gained a better appreciation of the reporting needs of analysts, how different sources of intelligence all contribute to the final product, and of particular relevance to my future assignments, the limitations of, and need for DO reporting.

A personal observation: From my perspective, the most valuable reason for DO CTs serving interims in the DI and vice versa, is to help break down any barriers and misunderstanding that exist between

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the two directorates and help strengthen working ties between the two. For this reason alone, I believe such interims should be offered to as many CTs as possible.

We will continue to schedule interims in non-sponsoring directorates to career trainees and offer the following as possible solutions to the scheduling problems in the cycle of the DO regular track CTs in the January and July classes: (a) bring the January & July regular track case officer CTs in eight weeks early to give them a non-DO interim prior to joining their class; (b) extend the program by three weeks to allow an eight-week interim at the end of the cycle.

VII. DA & DS&T Specific Training

A. Current Programs

Both the DA and the DS&T have developed directorate-specific training for their own CTs. The Administrative Career Trainee Course (ACT) is four-weeks long and ran from 25 March to 19 April 1985. The five-week DDS&T Career Trainee Course ran from 1 July to 2 August 1985.

B. Evaluation

Each course has run once and had a limited number of CTs in it making survey analysis of the effectiveness of the courses meaningless. Course critiques of the DA course indicate that it met its objectives. Future

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efforts will concentrate on "fine-tuning" office presentations and developing dynamic management training workshops. Student evaluations of the S&T course rated the overall course as 4.1 on a 5 point scale, reflecting high achievement of course objectives. Students made numerous suggestions which will be considered in designing the next course. Again, most of the changes involve "fine-tuning."

VIII. Program Administration

At the July 1984 ExCom meeting, the directorates estimated that we will need to recruit and train the following numbers of CTs for FY-85 - FY-87:

	FY 1985	(Actuals)	FY 1986	FY 1987	
DI	<div></div>				25X1
DO					
DS&T					
DA					

Under present circumstances, we can accommodate 25X1
FY 1986, which means we have more slots to distribute to the 25X1
Directorates, if they are wanted.

We need your revalidation of the ExCom CT numbers, and some guidance on FY 1988.


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OTE # 85-3521

6 SEP 1985

MEMORANDUM FOR: Associate Deputy Director for Administration
Associate Deputy Director for Intelligence
Associate Deputy Director for Operations
Associate Deputy Director for Science and
Technology

FROM:



Director of Training and Education

25X1

SUBJECT: Proposed FY 1986 Training Program for
Secretarial and Administrative Personnel

1. This memorandum recommends approval of a revised
secretarial program for FY 1986. 

25X1

2. In 1985 The Office of Training and Education (OTE)
established a secretarial training program designed to meet the
specific requirements of Agency secretaries and clerical
employees. An evaluation of this program was conducted during
the summer of 1985. At attachment A is a detailed statement of
the method and results of the evaluation. 

25X1

3. Recommendation:

a. Delete the following courses from the program:

- Re-entering the Work Force
- Working in D.C. for the Agency
- Personal Transitions
- Telephone Techniques

b. Add the following courses to the program:

- Intelligence Issues
- Professional Image Workshop

25X1

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SUBJECT: Proposed FY 1986 Training Program for Secretarial and Administrative Personnel

c. Continue as designed or revise:

- Agency Orientation and Office Procedures (AOOP)
- Career Development Workshop
- Correspondence Workshop
- Effective Oral Presentation
- Electronic and Pouched Communication
- Employee Development Course
- Getting Your Ideas Across
- Geography Workshop
- Gregg Shorthand Refresher Course
- Management Skills for Secretaries
and Administrative Assistants (MSSAA)
- The Manager & Secretary/A Management Team
- Role of the Secretary in an Automated Office 25X1
- Stress Management Workshop
- Supervisory Skills for Secretaries (SSS) 25X1
- Time Management Workshop
- Typing for Speed and Accuracy
- Women in the Work Force (WIWF) 25X1

4. The total costs for implementing this program are estimated [] which includes [] for staff development. See attachment B for a detailed analysis of course costs. [] 25X1

Attachments:
As stated

25X1

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**SUBJECT: Proposed FY 1986 Training Program for Secretarial
and Administrative Personnel**

OTE:MATD: (5Sep85)

25X1

Distribution:

Orig & 1 - Addressee
2 - ADDI
2 - ADDO
2 - ADDS&T
2 - DTE
1 - OTE Registry
1 - MATD Chrono

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ATTACHMENT A: EVALUATION OF SECRETARIAL TRAINING PROGRAM

1. Background: This attachment presents the results of the evaluation of the training program for secretarial and administrative personnel. The recommendations come from a review of the current program conducted by the Administrative Systems Branch (ASB), the DCI Secretarial/Clerical Advisory Group (DCI MAG), and representatives of directorate secretarial panels. The review was in response to an Inspector General recommendation that the DTE, in cooperation with the DCI MAG evaluate the new secretarial training program, and develop recommendations for EXCOM consideration on the future of the program, including funding.

2. Methodology: ASB staff members met with eight DCI MAG representatives to facilitate a group evaluation and needs assessment using a nominal group-decision technique. We used the NGT process described in Andre L. Delberg's Group Techniques for Program Planning. The technique consists of six steps: (1) silent generation of ideas; (2) Round-Robin Recording of Ideas; (3) Serial Discussion for Clarification; (4) Vote on item importance; (5) Discussion of vote; and (5) Final vote. Before the meeting we asked the MAG representatives to develop answers for the following questions:

- (a) What courses are currently meeting training needs?
- (b) What courses should be added to the program?
- (c) What courses should be deleted from the program?
- (d) What needs are not being met?
- (e) Do you have any other comments or suggestions?

ASB also gave MAG representatives a copy of a questionnaire to help them structure their thinking on the current program and to rate the value of certain skills, abilities, and knowledges for secretarial personnel regardless of whether they had taken a specific course. We suggested that representatives talk to as many secretarial and administrative personnel as time permitted and distribute the questionnaire to collect information.

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Besides the MAG meeting, ASB met with 30 members of secretarial panels throughout the Agency. ASB divided the group into subgroups of 10 members. These groups were asked them to review the 1985 secretarial training package, rank the courses in terms of their perceived value to secretaries, and make recommendations on additions and deletions.

3. Results: The reviewers recommended that OTE delete four courses, add two new offerings, and continue 17 courses. The proposed changes are described below.

DELETE:

--Re-entering the Work Force

This course deals with the problem of adjustment to the work environment later in life, especially after having reared a family. Recommendation: Cover in Agency Orientation and Office Procedures (AOOP), a course designed for all new secretarial and administrative personnel.

--Working in D.C. for the Agency

This course is designed to help new employees adjust to work in a large urban area and in an intelligence organization. Recommendation: Cover topic in Agency Orientation and Office Procedures (AOOP).

--Personal Transitions

This course focuses on techniques for coping with major personal events such as divorce and death of a relative. Recommendation: Cover subject in the Stress Management Workshop.

--Telephone Techniques

This workshop teaches effective telephone communication. Recommendation: Cover subject in Agency Orientation and Office Procedures (AOOP).

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ADD:--Intelligence Issues

This course will be designed to provide executive secretaries an opportunity to acquire a broadened view and understanding of the intelligence process. Our thinking at the moment is to develop a course along the lines of the Midcareer Course, although shorter and narrower in scope. We expect that this offering will alleviate or eliminate the increased pressure from secretaries to be accepted in the Midcareer Course.

--Professional Image Workshop

This workshop will be designed for secretaries who have been with the Agency for at least two years. It will focus on proper attitudes, office etiquette and diplomacy, human relations, and personal appearance.

CONTINUE AS DESIGNED OR REVISE--Agency Orientation and Office Procedures (AOOP)

Designed for new secretarial and technical personnel, this course covers the mission and organization of the Agency, and Agency administrative systems and procedures. The review confirmed our view that this is the most important course that we offer to our secretarial and technical personnel. Recommendation: That during FY 1986, OTE working closely with the directorates, examine the course content to assure it that contains current concerns about security and that it accurately reflects directorate-specific procedures. We also propose to incorporate into the course some of the content of four courses which the reviewers recommended to discontinue as separate offerings.

--Career Development Workshop

This workshop is for employees who are thinking of changing career track. Recommendation: Continue offering this workshop as designed but include hints on how to prepare for and participate in a job interview.

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--Changing Role of the Secretary in the Automated Office

This course is designed to develop awareness of needed skills in an automated office and to prepare participants to cope with the dramatically changing technology of the computer field. Recommendation: Change course so that it deals more with the impact of computer technology in the Agency. We propose that the course include, for example, segments on computer security and ergonomics.

--Correspondence Workshop

Designed for new employees, this course teaches the procedures for the preparation of Agency memorandums and correspondence. Recommendation: Examine the course to assure that it reflects directorate formats and procedures.

--Electronic and Pouched Communications

This course is for clerical employees who prepare correspondence for electronic transmission in support of overseas installations. Recommendation: Continue in its current design.

--Effective Oral Presentation

Designed for senior and executive level secretaries, this course teaches effective briefing techniques. Recommendation: Continue offering this course in its current design.

--Employee Development Course

This course helps participants develop awareness of effective interpersonal communication and increase productivity. Recommendation: Continue offering this course in its current design.

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--Getting Your Ideas Across

This course is for personnel who need to improve basic small-group communication skills and to understand the difference between assertive, non-assertive, and aggressive communication. Recommendation: Continue offering this course, making only small modifications so that the exercises reflect realistic communication situations.

--Geography Workshop

This course acquaints participants with major geographical areas of the world where Agency officers are serving. Topics include topographical features, population, languages, and climate of those areas. The reviewers endorsed this workshop but recommended that it be offered as a "component-specific" workshop. Recommendation: Continue offering the workshop as component-specific.

--Gregg Shorthand Refresher Course

This course reviews shorthand theory and provides practice to improve transcription from 50 to 80 words per minute. Reviewers expressed reservations about the value of shorthand in the current work environment but recognized that until the policy on shorthand qualifications changes, the course must be offered. Recommendation: Offer the course at Headquarters. We propose also to identify suitable self-study materials to make available through the Self-Study Center.

--Management Skills for Secretaries and Administrative Assistants (MSSAA)

This course was developed by the Center for Creative Leadership in Greensboro, North Carolina, which markets it under the title of Support Your Boss/Prepare Yourself. Designed to increase the effectiveness and job satisfaction of administrative personnel, the course deals with topics such as feedback, the management process, and organizational politics. The reviewers strongly recommended continuing this offering. Recommendation: Continue course but certify trainers in order to take over the program in FY 1986.

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--The Manager and the Secretary as a Management Team

This course provides managers and their secretaries the opportunity to examine expectations of each other and determine how they can help each other work more effectively. There is wide support for this course, including from the Office of Personnel which in the 1984 PMCD Secretarial Study had three recommendations directly related to the objective of this course. Enrollments in the course, however, have been low. Recommendation: Examine the design and content of the course to ensure that it effectively responds to PMCD recommendations. Look for ways to give effective publicity to the course to stir up interest among the target audience.

--Stress Management Workshop

This workshop focuses on the causes of stress and strategies for coping with it. Recommendation: Continue offering workshop but expand to absorb Personal Transitions, a workshop which will be discontinued as a separate offering.

--Supervisory Skills for Secretaries

This course is designed for senior secretaries who supervise less than three individuals. Recommendation: Continue offering this course but exclude personnel who have regular first-line supervisory duties for whom the Management Development Course is more appropriate.

--Time Management Workshop

This workshop teaches office time management techniques. Recommendation: Continue this offering in its current design.

--Typing for Speed and Accuracy

This part-time course is designed to help participants pass the Agency's typing test. Recommendation: Continue offering this course in its current design.

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--Women in the Work Force (WIWF)

Designed for senior secretaries, the course objectives are similar to those of [] the Professional Woman's Course (PWC), and in fact [] taught WIWF several times during FY 1985. This course, as the PWC, intends to make participants aware of the obstacles to success that they face as a result of the way they view and are viewed by the Agency. The course challenges women to understand and overcome organizational and personal barriers to achievement. Recommendation: Continue offering as currently designed.

STAT

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4. The review also contains several suggestions for consideration by OTE or the Office of Personnel which will require additional discussion before we recommend action. Some of these ideas are the identification of a auditorium-type lecture series; a financial planning workshop; the establishment of an Agency Professional Secretaries International (PSI) chapter; and the development of mechanisms to disseminate training information and other relevant matters to secretaries.

STAT

[]

✓ Chief, Management & Administrative
Training Division

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SECRET

OTE # 85-3521

MEMORANDUM FOR: Associate Deputy Director for Administration
Associate Deputy Director for Intelligence
Associate Deputy Director for Operations
Associate Deputy Director for Science and
Technology

FROM:

[REDACTED]

25X1

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SUBJECT:

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25X1

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[REDACTED]

25X1

SUBJECT: Proposed FY 1986 Training Program for Secretarial and Administrative Personnel

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Attachments:
As stated

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**SUBJECT: Proposed FY 1986 Training Program for Secretarial
and Administrative Personnel**

OTE:MATD (5Sep85)

25X1

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✓ Chief, Management & Administrative
Training Division

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